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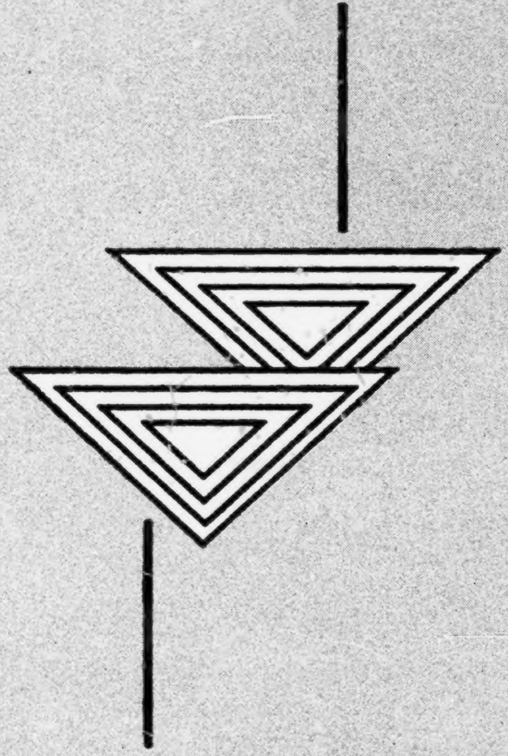
ABSTRACT
Recommendations are made for tentative regulations for the operation of an Educational Materials Coordinating Unit in the area of handproduced educational materials for the visually handicapped. General administrative recommendations for all media are provided in addition to recommendations by the braille, large type, and tape recording groups. Instructions are given for the braille transcription of textbooks; for volunteer produced, large type textbooks; and for the recording of textbooks. An appendix lists 11 national, 11 state, and three local agencies serving the visually handicapped and indicates the title and source of six braille reference materials. (RP)

RATES AND STANDARDS FOR VOLUNTEERS

Engaged in the Production of
Braille, Large Type, or Tape Recorded
Materials for the Visually Handicapped



RAY PAGE
Superintendent of Public Instruction
State of Illinois

ED 023 940
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RATES AND STANDARDS

OFFICE OF THE SUPERINTENDENT OF
PUBLIC INSTRUCTION
RAY PAGE
SUPERINTENDENT
STATE OF ILLINOIS

EDUCATIONAL MATERIALS COORDINATING UNIT
410 SOUTH MICHIGAN AVENUE
CHICAGO, ILLINOIS 60605

Dedicated

To the many volunteers who
have assisted in the preparation
of this Guide

FOREWORD

A number of Illinois agencies and organizations, both public and private, have long shown concern for improving the quality, quantity, and availability of special materials needed in the education of blind and partially seeing students. This publication is one of the results of that concern. The need for action became critical in 1965, after the passage of House Bill 1407 which authorized establishment of the Educational Materials Coordinating Unit. Since most of the volunteer-produced items contained in the depository were basic educational materials, it seemed imperative that a set of guidelines be developed requiring consistently high standards of production.

In 1966, a Statewide conference for volunteers resulted in the appointment of specialized committees which worked assiduously to complete the first tentative set of guidelines. One year later, a second Statewide conference provided the opportunity to discuss and refine the guidelines in detail. Experience and technological advances in the equipment used will dictate the need for the revision of this publication from time to time.

The Educational Materials Coordinating Unit is a member of the Instructional Materials Center Network for Handicapped Children and Youth and has received supplementary financial support through Title III, Section 302 of Public Law 88-164. We, in the Office of the Superintendent of Public Instruction, are pleased to produce and distribute this comprehensive guide for volunteer-transcribed and recorded materials, one of the first of its kind in the nation.

Ray Page

Ray Page
Superintendent of Public Instruction

GENERAL STATEMENT

In accordance with the recommendations of the Conference on Standards for the Educational Materials Coordinating Unit — Visually Handicapped Children held March 4-5, 1966, the Subcommittee on Standards and Rates was established. The subcommittee was asked to develop, insofar as possible, realistic principles which might be used as guides for tentative regulations issued by the State of Illinois, Office of the Superintendent of Public Instruction, for the operation of the Educational Materials Coordinating Unit in the areas of hand-produced educational materials.

The following recommendations and suggestions represent the subcommittee's consensus and best judgment at this time. Subsequent experience will, no doubt, indicate changes. The subcommittee suggests these recommendations be considered as temporary guidelines subject to periodic review and modification until all are satisfied a practical operating basis appears to have been reached.

The subcommittee, therefore, regards these recommendations and suggestions as a beginning and as a means of providing an effective system for making educational materials available as needed. Their tentative nature is emphasized as well as the need for all to contribute to their continued refinement and serviceability.

The Educational Materials Coordinating Unit — Visually Handicapped acknowledges with thanks the contributions of the following members of the Subcommittee on Rates and Standards:

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Part I
GENERAL RECOMMENDATIONS

GENERAL RECOMMENDATIONS FOR ALL MEDIA

The **Rates and Standards for Volunteers** is the result of a series of meetings of the subcommittee which met over a period from August, 1966, through January, 1968.

Some of these recommendations, it is hoped, will permit the Center to provide a service not only to schools and individuals in Illinois but also to cooperate, whenever possible, on a reciprocal basis with schools and agencies nationally.

It is recognized situations will arise that are not covered by the following recommendations. In such instances, the Center should be responsible for making decisions and have freedom to consult with members of the subcommittee.

Policies

It is recommended the Center be furnished with a master copy or a copy that lends itself to duplication of any text authorized by the Office of the Superintendent of Public Instruction for volunteer transcription. Should the Center find it necessary, those volunteer groups, who will also retain reproducible copies of these titles, will continue to cooperate with the Center on duplication authorization whenever possible.

Duplicated materials intended for use in schools or by students should be identified as having been processed by the agency completing the order.

Textbook Screening Committee

A textbook screening committee is being recommended, made up of regular and special education teachers, principals, directors of special education, representatives of teacher-training organizations, college representatives, volunteers experienced in the production of the various media, and technical consultants as needed. This screening committee would assign priority to requests for materials in accordance with preestablished guidelines, bearing in mind the purpose of the Center is to provide the greatest number of unmet needs for the visually handicapped.

The screening committee would serve in judging materials produced without monitoring or proofing, and in determining which texts should be corrected and brought up to standard in anticipation of future needs.

Since it is the intention of the Center to retain master copies in the repository circulating only duplications, it would be the function of the screening committee to decide when the master copy of a text, particularly in braille, could be recirculated.

It would be the responsibility of this screening committee to recommend retirement of materials which may be outdated.

Materials Fund for Standard Ink-Print Copies

Since one of the functions of the Center is a library service, it has been recommended a Materials Fund be established for purchase of additional standard ink-print copies for the Center as well as other necessary items, providing the Center is technically permitted to handle such a fund.

Identification

Materials produced by volunteer groups for the State of Illinois should bear some recognition of the Office of the Superintendent of Public Instruction (Transcribed/Reproduced at the request of the State of Illinois, Office of the Superintendent of Public Instruction).

Priority

It was recommended, as a general practice, basic textbooks be given priority for production before supplementary materials are accepted. It was felt the final decision on all items to be reproduced by the Center will be selected by the Center staff with the assistance of the Textbook Screening Committee whenever necessary.

Requests

Inquiries concerning availability of material from parents or college students may be accepted by the Center. The Center shall have the responsibility for checking the availability of volunteer-produced materials from all sources. Assignment of texts for reproduction will be made by the Center.

Teachers are to inform the Center of any title available commercially and its source.

When a request is accepted from a school, the school should be expected to provide the necessary number of ink-print copies for the reproduction of that particular text, with the understanding one ink-print copy will remain at the Center.

When a request is received from a college student, he should be required to submit the number of print copies needed for reproduction of the text.

It is recommended that the Center request the reproduction of complete texts but volunteer agencies will report and retain any fragments of books. The screening committee shall determine when these text portions can be retired.

Dictionaries

The subcommittee recommends, for uniformity of pronunciation and syllabication, the adoption of Webster's New World Dictionary of the American Language, College Edition, World Publishing Company, copyright 1964, and Webster's Third New International Dictionary, Unabridged, published by G. and C. Merriam, 1961.

American Printing House Reporting

All texts must be cleared by the Center or by the volunteer agency producing materials for the Center. This includes the filing of the intention forms with the Central Textbook Catalog of the American Printing House for the Blind. The completion form must be executed by the Center or the volunteer agency giving all the pertinent information on the finished text and forwarded to the Central Textbook Catalog.

Volunteer Roster

At the Center, a card file should be kept which contains all relevant data on volunteer agencies and unaffiliated volunteers, including specialties, familiarity with specific formats and codes, continued accuracy, and organization affiliation. This roster should be kept updated.

Communication by the Center pertaining to transcribers' specialties or deficiencies should be channeled through the chairman of a volunteer group.

Workshops

Annual workshops for volunteers are recommended.

Equipment and Supplies

It is suggested the Center keep a current list of recommended equipment and supplies, such as tape recorders, microphones, tapes, typewriters, type faces, braille writers, paper, and other information as it pertains to the production of the various media.

Rates

If necessary, a 10% handling charge may be added for all volunteer-produced materials for the Center. This charge is in addition to specific rates mentioned later in this report.

Rates cited are subject to periodic review. They are not intended to influence fees paid to proofreaders and/or monitors.

Tangible Aids

Those initially interested in tangible aids should involve themselves with materials at an educational level. The broader implications of this field will be entered into at a later date.

National Agencies Membership

Volunteer groups should be encouraged to maintain membership in all national organizations which can provide information in their fields or production. (See Appendix of Agencies.)

Student Preparation

It is recommended high school resource teachers instruct college-bound students as to resources and procedures to follow in acquiring college texts materials.

The recommendation was made that prospective college students be advised to be on the alert for any interested individual at college who may be enlisted to assist in obtaining needed materials or service.

Section A – Braille

RECOMMENDATIONS OF BRAILLE GROUP

Policies

Materials produced at the request of and shipped to the Center should be identified as being the property of the Center.

In the interest of retaining materials at the Center that meet current standards of quality, accuracy, and consistency with materials for the seeing, it is recommended teachers and students be provided with a specific form by the center on which to report their experience with the materials. Any agency or volunteer producing material which elicits repeated suggestions for improvement should be informed by the Center of these suggestions and urged to take such steps as are needed in accordance with those suggestions considered to be relevant. The Center may offer assistance if requested.

It is recommended the Center accept only books that are complete. Those done on an emergency basis should be proofread and corrected if, in the opinion of the textbook screening committee, these warrant the time and cost.

We advise the adoption of all nationally recommended formats and codes, with recognition that some changes are necessary and some will be made. Publishers and other knowledgeable individuals should be enlisted for the task of staying abreast of the needs of visually handicapped students.

Standards

Because educational materials need to be accurate and consistent with like materials for the seeing, the recommended standard for certification will include the standard of certification by the Library of Congress for materials produced for libraries with the following variations:

> No assignment of such braillists to textbook materials will be made without a review of their braille skills to identify exact quality of said skill.
>
> Braillists should be graded on a scaled point system with provisions for reclassifying braillists as an individual's proficiency increases.

It is advised that volunteers for braille transcription be instructed only by certified braillists. Where there is no qualified teacher, the student should take the course under the Library of Congress.

Erasures must be kept to an absolute minimum. No more than two erasures should be permitted on a page, and no more than two dots in any one cell. Erasures at the end of a line, because they present problems for the student, cannot be accepted. Since erasures on master copy braille have a tendency to raise when subjected to the heat and humidity of the duplication process, such careful recommendations are indicated.

Detailed instructions to volunteers for transcribing of textbooks into braille are not included in this report. However, they are attached for consideration. (See Part II., Instructions, A.)

Production

All master copy braille must be done on a braille writer and not on a stylus and slate. (Slate and stylus material tends to be sharp and injures the fingertips of the reader, especially when this material is reproduced in plastic.)

As a general practice, text materials of mathematics, science, foreign languages, and any other text of a highly technical nature, such as statistics, should be transcribed into braille (or large type), as the student meets extreme difficulty in mastering these subjects when such texts are reproduced in recorded form.

All master copy volumes are to be submitted to the Center unbound. Each volume should be properly identified as to the title and volume number and secured in such a manner as to prevent its becoming unfastened but care should be exercised in order to avoid damage to the embossed braille.

Proofreading

All materials acquired by the Center should be proofread, and as soon as practicable, steps will be given to assure monitoring as well. Proofreading means the finished product of the braille material is reviewed for accuracy as to transcription and format by Library of Congress certified, blind proofreaders. Monitoring is defined as a blind individual reading the braille transcription aloud while a sighted individual monitors the material from an ink-print copy of the book. (See Appendix.)

Until such time as decisions can be made regarding monitored proofing, it is recommended text material be proofread at least once by a certified proofreader. Those volunteers assigned texts on science or mathematics must be instructed to check all figures, formulae, and equations before submitting material for proofing.

Materials

Manila paper of 90-100 pound weight must be used for master copy braille.

Unproofed material produced in an emergency situation can be purchased by the Center at the rate of 1 cent a page. Such material should be identified as being unproofed. The Center shall assume the responsibility for determining whether such transcriptions shall be brought up to standard.

Recommended Changes

Production costs for completed volumes should be comprised of direct materials and proofing costs. If necessary, up to 10% may be added for handling. The approximate costs for once-proofread braille masters should be based on a maximum of $8 a volume. (This figure is on the basis of a 90-100 page volume and a per page cost of 8 cents, including one proofing. Since the Center prefers that master braille be submitted unbound, no allowance is being made for binding.) Twice-proofed material is $12 a volume. Plastic pages are estimated at $6.50 per bound volume, or 5 cents a page. The cost of binding and assembling is included in the above rate but should not exceed $1.50 a volume.

Section B – Large Type

RECOMMENDATIONS FROM LARGE-TYPE GROUP

Policy

It is recommended that text materials to be done by volunteers in large type be produced as single copy originals. It shall be the responsibility of the Center to reproduce from these masters.

It is recommended all large-type masters be done on one side of the sheet only.

The size of type should be 18 point.

At present it is not the intention of the Center to reproduce any multiple copies in mimeograph form.

All master-type volumes are to be submitted to the Center unbound. Each volume should be secured in such a manner as to prevent its becoming unfastened but care should be exercised to prevent damage to the typed pages.

Rates

Volunteer groups shall be reimbursed for original typed copy at the rate of 1 cent a page.

Should the Center contract with volunteer agencies for multiple-copy duplication and/or binding, the agencies are to be reimbursed for the cost of materials involved as specified by the order.

Cost of binders are to be defrayed up to $1.50 a volume.

Section C – Tape-recording

RECOMMENDATIONS OF THE TAPE-RECORDING GROUP

I. A price not to exceed $10 a reel of recorded master tape may be paid by the Center to the transcribing agency. The tape is to meet the following specifications: Reading done by (A) a certified recordist on (B) Tape and (C) Recorder, meeting standards set by the Center. The tape is to be both (D) Proofed and (E) Monitored, (F) meeting the Center's standards as to freedom from errors, and (G) using the prescribed format.

Since master tapes are to be be retained at the Center, duplicate tapes produced for shipment are to be priced at the cost of tapes or reimbursed with tape.

This subject is to be studied for a year. It is recommended existing resources should also be explored.

A. **Certified Recordist**

1. The Center will provide a Certifying Board whose membership shall include at least one visually handicapped person and preferably more.
    a. When a tapist feels he or she is ready for certification, he will submit a ten-minute tape, recording a standard text which will be provided by the Center. If he wishes to qualify to record special materials (such as technical or scientific matter), he will read 2 standard five-minute selections, the first "literary", the second in his field of specialization. (Standard selections are being prepared.)

b. Since the main object of the Center is to provide an adequate supply of recordists to the students in the State, it is recommended recordists might be certified with grades such as A, B, and C, hoping eventually to have all high-quality readers, competent to record the material they are given.

c. In the reading of specialized materials, grasp of the subject and ability to present it well should be given much greater weight than pleasantness of voice.

d. Since the chairman of a volunteer group is ordinarily unable to judge competence in the reading of **foreign languages**, it is recommended these readers submit an audition tape prior to being trained by the volunteer group. It was thought members of the foreign language department of state universities would be willing to serve in this capacity.

e. Recordists should be reevaluated periodically.

B. **Tape to be Used**

1. 1200 ft. by ¼″ wide 7″ reels of 1.5 mil polyester or equivalent base, lubricated tape, to be used for all work about the level of Grade 6.
2. The recommendation is made the recording of a single chapter on a track for grades 1-6, 5″ reels be used, if desired by the recipient for materials prepared for these grade levels.

3. The recording are to be 2-track mon-aural and recorded at 3.75 ips (1200′ reel = 2 hours playing time, 1 hour on a side.)
4. Brands of tape meeting this standard:
    a. First quality tapes:
    Audiotape, Scotch, ...
    b. Second quality tapes:
    Melody, Maestro, ...

    A list of additional recommended brands will be available from the Center.

C. **Tape Recorders**

Tape recorders recommended as acceptable are to be listed at the Center.

D. **Proofreading**

For our present purposes the term "Proofreading" is defined as the comparison of the tape with the ink-print text by the recordist who corrects any errors he or she may find on the tape. One method for doing this is as follows:

1. The reader jots down the revolution number on a piece of paper.
2. The reader then records a portion of the text. (The two facing pages of a book are a convenient amount of reading.)
3. Rewind the machine to the revolution number which has been written down. Put the machine into "play" and listen to the recording while following the ink-print text. Correct any errors you find by either dubbing or rerecording from the point of the error. Proof the corrections.
4. Repeat steps 1-3.

E. Monitoring for our purposes is defined as the comparison of the ink-print text with the tape by a person other than the recordist. "Live" monitoring is done simultaneously with the recordist who makes the correction.

"Canned" monitoring is done at some later date not in the presence of the recordist. The monitor notes any error he or she finds on an "Errata" sheet to be enclosed with the tape for use by future students, or else grades the tape as "Unacceptable", in which case it is to be redone before being used by a second student.

1. Tapes prepared on an "Emergency" basis are not to be brought up to standard until a second request occurs, **unless** the Center feels the text is in sufficiently wide use that the tape is very likely to be requested again.
2. If possible, it would be better to have tapes monitored reel by reel. This could only be done if the recording is done on a "Master" tape and the student sent a copy. Then the monitor could use the Master and send "Errata" sheets week by week. This procedure would at least give the original student requesting the title the list of corrections in time for review.
3. Proofread tapes should be of a sufficiently high standard of accuracy so the expense of monitoring would not be justified, except as a check on recordists. The Center should provide monitors for this purpose to check tapes before money is paid out for their purpose.
4. Parenthetical notes on monitoring:
    a. If tapes are monitored week by week

and supplements are to be prepared, a second copy or even a third copy, of the text will be needed.

b. Sources for monitors are available. Handicapped persons who are not otherwise employable might be able to do this work. It was thought they should be paid something at least approaching a minimum wage, e.g., $1 an hour.

F. Number of Errors to be Permitted on a Tape

1. Mispronunciation of a word is considered an error each time it occurs. (The same proper name mispronounced 5 times is to be considered as 5 errors.) The omission of a word or the addition of words not in the text are errors. The substitution of one word or number for another is an error. Failure to use the recommended format is an error.
2. Such problem areas as audible hesitations, the recording of extraneous noises, etc., are also defects but of a slightly less serious nature.
3. Since sufficient data is not available to permit the recommendation of an actual grade tape should have, it is advised further study be given this entire topic and, meanwhile, work towards a minimum of errors should be encouraged.

II. Format

A. It is recommended 30 feet of the **master** tape be removed before recording.

B. A minimum of 6′, or approximately 20 seconds play-time, is to be left blank at the beginning and end of all tracks. This is to be in addition to all other leaders (head-cleaning tape or leader tape) that may be applied to the reel. The addition of cleaning or leader tape is only applied to student's copy and blank tape is to be the only leader on master tape.

C. **Announcements**

1. At the beginning of the book:

   "Reel 1, track 1 .... (Title — spell if a proper name) ....by (Author — spell: don't spell names like John but do spell Jon.)
   Published by ....
   Last copyright date ....
   Recorded at the request of the State of Illinois, Office of the Superintendent of Public Instruction, solely for the use of the visually and physically handicapped with the permission of the copyright holder.
   Sponsored by ....
   (Organization's name and address)
   Read by ...."

2. At the end of each track:

   "End of track.....or reel.....page....or Chapter.....(Number and Title) of..... (Title of Book)."

3. At the beginning of each track after reel 1, track 1:

   "Reel....track....(Title) by (Author) Continuing the reading of Chapter...... (Number and Title) The words in parentheses are not to be read, just the actual title, author and number.

D. The page number of each new page is to be announced immediately preceding the start of a new sentence.

E. Proper names whose spelling is at all unusual are to be spelled the first time they occur, but not thereafter. Technical terms which are being introduced to the student and are, therefore, part of what he is learning in the course, are to be handled in the same way. (This requires some judgment. Terms that should be spelled in an introductory text should not be spelled in an advanced text in the same subject.)

F. **Quotations, Parentheses, Single Quotes, Brackets, etc.**

1. Set off longer quotations, long phrases, whole sentences, etc., by saying "Quote" and "Unquote". Be sure to use this method for long quotations indicated in the text by means of indented paragraphs rather than by the use of quotation marks.
2. Single words and short phrases may be indicated by the inflection of the voice unless it is felt the meaning would be clearer if they were handled as under 1.
3. Parentheses, single quotes, and brackets are handled similarly.
4. Quotation marks setting off conversation in fiction are not read.

G. **Footnotes**

1. Wait until the end of the sentence in which the footnote appears to read it. Then say "Footnote number....." If necessary, insert the phrase "occurring after the word

(or phrase)". Read the note. At the end of the note say either "End of the note" or "Returning to the text".

2. If two or more footnotes appear in a single sentence, wait until the end of the sentence to read them. It is helpful to explain where they occurred in the sentence; e.g., say "There are two footnotes in this sentence. Footnote 32 occurs after the words .... and reads ..... Footnote 33 appears after the words .... and reads ..... Returning to the text."
3. Even if the footnotes are given all together in a separate section of the book, they should be read at the point in the text where they are mentioned.
4. All footnotes are to be read at the point at which they occur.

H. It is recommended standard ways of handling chemistry, mathematics, physics and other technical disciplines be developed.

I. All tracks are to be ended at some logical break in the text, the end of a paragraph to be the minimum.

J. Boxes should be labeled as follows:
Reel number....of....(total number) reels. In those instances where tapes are shipped reel by reel, as they are completed, the total number of reels should appear on the final box.
Title ....
Author ....
Tk. 1 pp ... to ... Chapter number, if possible
Tk. 2 pp ... to ...
Reader's name ....

III. **Emergencies**

   A. Tapes to be brought up to standard either upon receipt of a second request or the recommendation of the Center the text is in such widespread use it is apt to be requested again.

   B. If possible, emergency tapes should be monitored week by week so the original student will have the benefit of the "Errata" sheets at least in time for his review of the text.

   C. Every effort should be made by students to get their books in as early as possible.

IV. It is recommended the Center allocate a certain fraction of its resources to college students and they then compete within this field for work to be done.

V. For the present it is recommended students order work either by applying to the Center or directly to the volunteer agency. Eventually, it may be preferable to have all requests go through the Center. The Center, in either event, will be responsible for checking other resources to see if the material has already been transcribed, and if so, for obtaining it and notifying the volunteers not to continue. It should also be the Center's function to file with the American Printing House for the Blind or otherwise obtain copyright permission.

VI. **Instruction Pamphlet**

   A. Indicates amount of lead time needed to obtain materials.

   B. Provides a list of resources available to him and the procedures to follow in ordering materials.

   C. Advises student of his responsibilities in providing assignment sheets, texts, and whatever pertinent information the texts require.

D. Provides good tips on using tape recorders, such as the procedure for threading tapes by merely winding the tape twice around the empty reel rather than using the slots provided.

VII. It is recommended the Center seek the advice of experts on the length of time stored tape retains its quality. Possibilities are the Curator of the Smithsonian Institute, the Library of Congress, recording studios, manufacturers, etc.

Miscellaneous

It is recommended the Center purchase proofed, unmonitored tapes at a lower price than paid for monitored tapes. The Center is to have the responsibility of doing the spot-checking.

Unproofed and unmonitored tapes may be purchased at the Center at the cost of tapes.

It should be understood volunteer agencies serving areas outside of Illinois shall have access to any masters turned over to the Center for purposes of duplication.

A reevaluation of the recording practices of charts, graphs, illustrations, exercises, etc., was recommended.

It was recommended a greater effort be made in coordinating braille and/or large-type supplements to accompany tape texts.

Part II

INSTRUCTIONS

Section A – Braille

Part II. Instructions

A. Instructions for the braille transcription of textbooks

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INSTRUCTIONS FOR THE BRAILLE TRANSCRIPTION OF TEXTBOOKS

The following instructions are a part of the "CODE OF BRAILLE TEXTBOOK FORMATS AND TECHNIQUES", 1965 edition, and are to be employed on all textbooks assigned. The assignment chairman must be consulted on each new text for clarification of problem areas contained in that text. Sample title and content pages are attached.

General Instructions

1. Paper

All textbook work should be prepared on 11″ x 11½″ paper, with the width running the 11½″ length of the page. **EXCEPTION: Preprimer and 1st Grade.**

2. Margins

Adjust braille writer to extreme left hand cell for margin. Use only 41 cells. (**EXCEPTION: Preprimer and 1st Grade.**) The last right-hand-cell — the 42nd — is to be left blank. It will not reproduce when duplicated in plastic.

3. Set-up

Preprimer and 1st Grade

Use only 9″ x 11″ paper, with the width running the 11″ length of the page. Each braille line should be followed by a blank line. Copy text line for line — exactly as in ink-print copy. No more than 50 pages to a volume, including all preliminary pages. (See Preliminary Pages below.)

2nd Grade

Use 11″ x 11½″ paper, single-spaced. Do not hyphenate words or break print phrasing at end of line, even if it means not filling line. Each braille page should end with a completed sentence.

Braille line should consist of no fewer than 37 cells but no more than 41 cells. Try to keep volumes to no more than 50 pages. However, should the text require a few more braille pages for a suitable break-off point, this is permissible.

Italics should not be used below 3rd Grade.

3rd, 4th and 5th Grades

Use all general rules, except volume should contain approximately 70 pages, including all preliminary pages. **(See Note.)**

6th Grade and Up

All textbooks from 6th Grade up follow general rules. Volumes should contain no more than 90 pages, including preliminary pages. **(See Note.)**

NOTE: Make every effort to have volumes end at a proper breaking point, such as the end of a chapter, section or paragraph. If a few more pages in a volume will afford better continuity, this is acceptable. However, it is best to have fewer than the designated number of pages per volume rather than too many for the convenience of the student and because of the limitations of binding.

4. Order of Preliminary Pages

Title page (see samples attached).

Any copyright information, including dates, which cannot be contained on the title page.

Information about the authors and/or editors (repeating names and degrees), plus supplementary data concerning positions and affiliations.

Dedication.

Lists of special braille signs used in the particular book.

Transcriber's notes which apply to special usages, format, etc., employed in text transcription of individual volumes.

Table of Contents.

5. Title Pages

All title pages must have the title **centered**. They must also be **numbered**, in braille and pencil, "pl", in the last cells of the last line.

If a title is in a foreign language, it should be written in full spelling, using the necessary foreign-accented letters. All other information on the title page, including the names of authors and publishers with foreign names containing foreign-accented letters, should be written in contracted English braille, with the foreign-accented letters indicated by dot 4.

6. Table of Contents Pages

The complete contents for the entire book should be included in Volume One, with references to the ink-print pages only. Each subsequent volume should contain only that portion of the Table of Contents included in that particular braille volume. Lists of ink-print maps, diagrams, tables and illustrations should be omitted if they are not included in the braille edition. These omissions should be noted at the end of the Table of Contents of the first volume.

Table of contents pages are **not** numbered in the upper right-hand corner. No table of contents should be written on last line of braille page, but preliminary braille page must appear in braille and pencil at extreme right of the last line.

The word, "contents", should be centered on first line of the **first page only**. If a centered heading, such as "What You Will Study", or the like, appears instead of the word, "contents", follow copy.

Place the word, "page", at the end of the 2nd line.

The word, "chapter", "essays", or "stories", etc., is to be placed at the left-hand margin of the 2nd line.

Chapter numbers and/or titles should be written below.

Unit and part headings should be centered immediately above chapter or other subdivisions to which they apply, and should be preceded by a blank line.

Body of Contents: Chapter headings (with their numbers, if any) should start at the margin, with all runovers indented two cells. If there are main headings and subheadings, the main headings should begin at the margin and the subheadings in cell three, with all runovers indented to cell five. If there are subheadings to the subheadings, the main heading should begin at the margin, the subheadings in cell three, and the subheadings to the subheadings in cell five, with all runovers beginning in cell seven.

All page numbers should be placed at the **end** of the line on which the heading ends. A series of guide dots (dot 5), preceded and followed by a space, should be inserted between the last word of the heading and the number sign of the page number. Unless there is room for two or more guide dots, the page number may follow at the end of the title, with no guide-dot indication, but there must be at least one blank cell between the end of the heading and the number sign of the page number.

When a long heading requires two or more braille lines, each line of the heading should end at least six cells from the end of the line. The continuation of the heading should begin as noted above. The guide dots and the page number should be placed on the same line as the last word of the heading.

A line should be skipped before main headings only. Lines should not be skipped, however, if there are no subheadings of items in the Table of Contents.

If a Table of Contents requires two or more braille pages, it should be continued on the second line of each succeeding braille page, without repeating the words, "contents", "chapter", or "page".

If it is necessary to end a braille volume in the middle of a unit, part, and/or chapter, the Table of Contents of the following volume should repeat the main unit, part, chapter heading, etc., followed by (cont.) after the last item only, and should indicate the exact ink-print page on which the new volume begins.

If a braille volume does not start at the beginning of an ink-print page, the lettered page number should be indicated in the Table of Contents.

If material from the back or other part of the ink-print book, such as word lists, notes, etc., is transposed to another part of the braille text, these pages should be listed in the Table of Contents of the braille volume where they appear, and their ink-print page numbers should be shown.

Other material usually found at the back of some textbooks, such as glossaries, indexes, etc., should be bound in a separate volume and called supplement indexes.

Refer to "CODE OF BRAILLE TEXTBOOK FORMATS AND TECHNIQUES", 1965 edition, frequently.

7. Title of Text

"RUNNING TITLES" must be centered on every page of textbook work, including preliminary pages. Include book number or grade, if known. If title is too long for one line, give a meaningful abbreviation. Be sure to leave three clear cells between title and page number.

The written title with book number or grade, if known, of all textbooks should appear on the bottom of every page in pencil or rubber stamp.

8. **Text**

Brailled texts should start on the second line. EXCEPTION: Preprimer and 1st grade texts. Since this work is done double-spaced, the text portion of the page will start on the third line.

9. **Page Numbering**

All braille pages must carry in braille and pencil the ink-print page number in the last cells of the top line, leaving at least three clear cells between the title and page number. The **braille** page number—in braille and pencil—must appear in the lower right-hand corner, separated from text by no less than three clear cells.

Print Page Numbering: If a page of print is longer than a page of braille, the next braille page, or pages, will carry letter "a" print page number, letter "b" print page number (letter sign not necessary). EXAMPLE: "a19", "b19", etc.

When a print page ends before the braille page has been completed, complete only what appears on **that** print page. The new print page number should appear at extreme right-hand margin of next line, preceded by a row of hyphens. Leave no space between last hyphen and number sign. Continue text on new line.

EXAMPLE:

The wind blew
--20
the house away . . . .

When too close to the bottom of the braille page to write at least two braille lines after the new page number, or a heading and one line, use new braille page.

When new print page is started on earlier braille page, as sample above, the following braille page is called "a20".

Braille Page Numbering: Every braille page must contain a braille page number. All preliminary pages, including title page, must carry a small "p" preceding the number sign.

Braille pages are numbered consecutively throughout the text **except** for preliminary pages, which start with "pl" in each volume.

10. Footnotes

REMEMBER THAT SOME RULES HAVE BEEN CHANGED. Study carefully the "Code of Braille Textbook Formats and Techniques", 1965 edition, for the practices that have been adopted. Textbook transcribers, if in doubt, must consult with their Assignment Chairman.

11. Completed Volumes

As each braille volume is completed, do title and table of contents pages **immediately** and enclose with that volume for proofing. Also, be sure that all other preliminary pages for that volume are included so the volume may be collated and bound after proofing corrections have been made. Before submitting the volume for proofing, make the Title page for the next volume. This insures uniformity of title pages. (See exception below.)

EXCEPTION:

If the text assignment can be completed before its due date, see the assignment chairman for information on Table of Contents page and Title page setup.

12. Proofing and Cover Sheets

All material being submitted for proofing should be in complete volumes including Title page, Table of Contents, and all other preliminary pages, such as list of special symbols, transcriber's notes, etc. (Special symbol pages refer to mathematics, science and foreign languages.)

Cover Sheet: In **braille**—should carry title of book and grade, print page numbers in that volume and volume number, and consecutive braille pages, including preliminary pages. The number of braille pages in the volume should be indicated. In addition, include the transcriber's name, address, and telephone number.

Any peculiarities in text, such as language, spelling, punctuation, change of placement of pages, etc., must be noted in braille on the cover sheet for benefit of the proofreader.

The above information should appear at the top of the cover sheet, starting at the left-hand margin.

Cover Sheet: In **pencil**—should include the title of book, grade number or book number, volume number, print and braille page numbers in the volume, as well as the transcriber's name, address and telephone number. In addition, the note "Textbook Material" should be added.

The above information should appear in the middle of the sheet.

Never remove original cover sheet after proofing; this sheet is needed for record keeping.

13. Erasures

ERASURES ARE NEVER PERMITTED IN THE FOLLOWING INSTANCES:

1. At the end of a line.
2. Of an entire cell.
3. When two or more erasures appear within one cell.
4. When more than two mechanical errors appear on one page.

Under any of these circumstances, rewrite the entire page.

NOTE: THE SECTION ON "ERASURES" IS VERY IMPORTANT BECAUSE OF THE DUPLICATION OF THE MASTER COPY PAGE. EVERY ERROR MADE ON THE ORIGINAL BRAILLED PAGE AND ERASED SHOWS UP ON THE DUPLICATED PAGE.

14. Foreign Words and Phrases in English Text

All proper names, unless in a foreign passage, should be contracted.

Anglicized words are those which are found in the **main body** of the dictionary (see below) and should be contracted except where there is an accent mark.

In a **foreign** phrase or passage, no contractions are used.

15. Dictionary

The dictionary which has been adopted nationally as the authority is "Webster's New World Dictionary of the American Language, College Edition;" World Publishing Company, 1964 copyright.

16. Special Problems

Study carefully and refer to frequently, the "CODE OF BRAILLE TEXTBOOK FORMATS AND TECHNIQUES", 1965 edition. Any special problems encountered in the brailling of a textbook should be discussed with the assignment chairman.

MODEL TITLE PAGE

SCIENCE ADVENTURE; Second Edition
Singer Science Series

by
GEORGE WILLARD FRASIER
HELEN DOLMAN MacCRACKEN
DONALD GILMORE DECKER

With Permission of the Publishers
The L. W. Singer Company
Syracuse Chicago
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The L. W. Singer Company, Inc.
Also Copyright 1959

Transcribed, 1967, by
(Name of Transcriber)
(Name of Organization)
Chicago, Illinois
At the request of the State of Illinois,
Office of the Superintendent of Public Instruction

Volume IV
Braille pages p1-p3 and 297-370
Ink pages 168-221 p1

Sample Table of Contents with Subheadings

Title of Book
CONTENTS

Chapters Page

1. MEET LATIN AMERICA.................. 1
A City in the Wilderness. What
is Latin America? People and
Countries. Land and Climate.
At Work in Latin America.

2. WHAT THE EXPLORERS FOUND........20
The First Discovery Day. Where
the Indians Came From. The
Mayas: Cities in a Wilderness.
Aztecs: In the City of the Lake.
p........

NOTE: Refer to "CODE OF BRAILLE TEXTBOOK FORMATS AND TECHNIQUES", 1965 edition, for additional model Title pages and Table of Contents pages.

Section B – Large Type

Part II. Instructions

B. Instructions for volunteer-produced large-type texts

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INSTRUCTIONS FOR VOLUNTEER-PRODUCED LARGE TYPE TEXTS

You are undertaking the task of providing educational materials for partially sighted students. Quality and adherence to the following instructions, plus the fact that material must be available to the student when he needs it, are part of your commitment. Since the typewritten master copy you will be preparing must undergo some form of duplication, collating, binding, shipping, record keeping, etc., it is urgent that each volume prepared be submitted at least six weeks prior to the time the material is needed. The contribution you are making in time and effort may result in the only possibility a student has of mastering that particular subject.

This is a guide for the kind of equipment and materials to be used. Specific directions for format are given.

The directions reflect the thinking of a workshop composed of teachers of partially seeing and volunteer transcribers. Included are suggestions from the National Society for the Prevention of Blindness Publications Guidelines for the Production of Material into Large Type.

The completed transcripts bear your name (see sample). Let them exemplify an individual who cares enough to do her best.

General Instructions

HIGH TYPING STANDARDS ARE ESSENTIAL. The prepared copy will be the master copy which will be subjected to duplication by various processes. Erasures or minor breaks in print are not acceptable since these tend to be more pronounced in some duplication methods and create additional problems for the reader.

For best results, typing should be strong with an even touch. SPEED IS NOT IMPORTANT. The important elements of acceptable master copy are: **Accuracy, darkness and sharpness of letters, clean pages, and conformity to recommended formats and practices.**

ERASURES MUST BE KEPT TO AN ABSOLUTE MINIMUM. If it is necessary to correct more than two letters on a page, please rewrite the page. In making these corrections, it is recommended that a commercial whitener, such as SNOPAKE, be used. Since this is a liquid product, care should be exercised in its use so that surrounding copy is not affected. Experiment with it before using it in corrections.

Typed-over letters are not acceptable, except by the above method.

CLEAN THE TYPE AT VERY FREQUENT INTERVALS—always before doing the first page of the day. Make sure that the typewriter, roller, paper holders, keys, etc., are kept clean.

The type must be in perfect alignment to insure uniformity of impression. It is recommended that machines be serviced periodically so that adjustments can be made.

Equipment and Materials

I. Typewriter

The typewriter must be in perfectly clean condition; in perfect alignment to insure uniformity of impression by type face (increased manual pressure will not do this—call in the service man). Availability of service is an important factor to be considered in purchasing a typewriter. Most typewriters now come in electric models. In general, these make possible the best impression.

Other factors to keep in mind regarding the typewriter are: type style, platen, platen position, impression control, adjustment of ratchet. The typist should be thoroughly familiar with the machine. A manual on its use may be obtained from the typewriting company or the local dealer.

A. Type Size

Most typewriters are described in terms of pitch number, i.e., the number of letters and spaces included in a horizontal inch. It is recommended that a typewriter be used that has 6, 8, or 9 pitch. Nothing smaller than a lower-case letter of 1/8" in height should be considered "large type". In general, the range for partially seeing individuals is between 18 and 24 point type.

For our present purposes, all hand-copied large type is to be done in **18 point type.**

B. Spacing

Distance between lines should be essentially equivalent to the height of the tallest letter in the line. The typewriter company will provide the necessary ratchet to insure such spacing.

C. Type Style

Most typewriting companies have special identifying names for their type styles. Among these are: Bold Face Gothic (sans serif); Gothic (sans serif); Giant Primer (sans serif); Butterick; Large Vogue; Large Book Face; Directory. It is important that the machine have both upper and lower case letters. It is well to keep in mind that type having a broader face will photograph better than type having a slim, sharp face; the latter is not recommended.

The following sources are among those offering machines with type fonts that come within the definition of large type: IBM; Olympia; Remington Rand; Royal McBee; Smith-Corona; Olivetti Underwood. Request samples of type fonts and make selection as nearly equal to the above recommendations as possible.

II. Ribbon

The ribbon should always be at maximum darkness. Although there are fine cotton and nylon ribbons, it is generally agreed that the new carbon ribbon (polyethylene film) should be used. It is especially recommended in the preparation of offset masters.

Before purchasing a ribbon, consult the typewriter company representative and explain clearly the purpose for which the machine is to be used, i.e., typing in large, clear, clean type for partially seeing individuals.

III. Paper

It is particularly important that there is no show-through. Purchase paper from a paper merchant if at all possible; he will be glad to submit samples for trial. Specify as follows:

Color:	WHITE (avoid such designations as "high white" or "blue white").
Quality:	VELLUM (dull-finish, non-glare). OPAQUE (.91 to .92 opacity, such as Mohawk Opaque, Rackett Opaque, Bulk-opaque).
Weight:	50 lb.
Size:	8½" x 11".

IV. Binding

Bindings should be as flexible as possible so that pages will lie flat. Covers should be as stiff and strong as possible. (It is **not** recommended that heavy sheets of paper be used as covers.) The American Printing House for the Blind, 1839 Frankfort Avenue, Louisville, Kentucky 40206, is one manufacturer of an acceptable binding. (For further information from the Printing House, please refer to the Krebs binder.)

Plastic spiral and loose-leaf type binders are also acceptable.

Bindings should lend themselves to duplication with a minimum amount of effort.

Caution: Before binding, check each page to make sure it is perfect with regard to type, content and pagination.

The ribbon should always be at maximum darkness. ALWAYS have an extra ribbon on hand.

PROCEDURE

I. Typing

A. Roller Setting

Set roller at 2 (two hand-rolled single spaces). In these instructions this setting is defined as "single spaced".

B. Margins

Top of page: ¾" from top of first letter.
Bottom of page: 1"
Left-hand margin: 1¼"
Right-hand margin: 1"

C. Punctuation Spacing

Always space twice after a period, exclamation point, question mark, or colon; space once after a comma or semicolon. A dash is made by two hyphens, --.

D. Paragraphing

Indent the first line of each paragraph five spaces. Double space (four hand-rolled single spaces) between paragraphs.

E. Hyphening

Do not hyphenate under four or five characters; if necessary, move the whole word to the next line. Always favor the shorter line. Have a dictionary at hand to insure correct hyphenation. ("20,000 Words", a Gregg Publishing Division, McGraw-Hill Book Company, is a convenient book for this purpose.)

No Hyphening of words for 2nd Grade and below.

F. Underlining

Whenever it is necessary to underline, put roller into "soft roll" position, roll page up just a fraction, do the underlining as required and return roller to original position. This practice eliminates the possibility of the underscoring cutting through any letters above it.

G. Set-Up

Preprimer and 1st Grade: Each typed line should be double spaced (four hand-rolled single spaces). Copy text line for line—exactly as in standard print copy. Start a new typewritten page for each new print page, even though only one word might appear on that page.

All Books from 2nd Grade On: Begin all units, chapters, stories, etc., on a new page.

Typing should be single spaced (two hand-rolled single spaces).

Never start a subheading or other title at the bottom of a page unless you can also include at least two lines of text relating to it on the same page.

H. Page Content

Do not end a page with a heading or subtitle. Start a new page.

If a paragraph can be completed at the bottom of a page by using an extra line, this is occasionally acceptable. Do not carry over to a new page the last word or line of a paragraph. Two lines should be the minimum carry-over.

All typing is to be done on **one side of sheet only.**

I. Requirements Per Volume

Preprimer, 1st Grade and 2nd Grade—approximately 50 pages.

3rd, 4th and 5th Grades—approximately 75 pages.

6th Grade and up—approximately 150 pages.

NOTE: Volumes should end at a suitable breaking point, such as the end of a chapter, section or paragraph. If a few more pages in a volume will afford better continuity, this is acceptable. However, it is best to have fewer than the designated number of pages for the convenience of the student and because of the limitations of binding.

The words, THE END, centered and double spaced from text, should appear on last page of last volume only.

J. Supplementing Volumes

Material, such as glossaries, indexes, vocabularies, etc., which are to be bound in separate volumes, should be transcribed after the first text volume has been completed. (See glossaries, indexes, vocabularies, etc., for specific instructions).

II. Format

NOTE: Be consistent in following chosen format throughout the work. Study the textbook before commencing. Make notes of the chosen format and refer to these notes frequently. Any questions or problems encountered should be discussed with the assignment chairman.

A. Order of Preliminary Pages

All material, such as title pages, tables of contents, forewords, prefaces, dedications, bibliographies, etc., are to be included. Follow the order of the standard ink-print text.

1. Typist's Notes

If it is necessary to include notes to the reader, such as the manner in which footnotes, numbered lines, colored ink-print material, etc., were presented in the typed copy, these directions should follow preliminary pages, but immediately precede the body of the text.

B. Title Page (Frontispiece)

Title pages shall be prepared as facing pages. The right-hand page is to contain the title, author, publisher, copyright, and the specific volume information. The left-facing page should identify transcriber, year of transcription, name of sponsoring agency, and reference to the Office of the Superintendent of Public Instruction.

The left and right-hand margins on **title pages only** should be 1¼″. (For recommended format, see sample pages attached.)

C. **Table of Contents Pages**

The complete Table of Contents for the entire book should be included in Volume One. Each subsequent volume should contain only that portion of the contents included in that particular volume. Lists of ink-print maps, diagrams or illustrations should be omitted if they are not included in the typed copy. These omissions should be noted at the end of the Table of Contents of the first volume.

Top line Page number at right-hand margin. Center text title in full capitals (abbreviate if necessary). Leave a minimum of three clear spaces between title and page number. (See Guidelines 1 and 2.)

Triple space (six hand-rolled single spaces), then type Table of Contents heading, centered and in full capitals. Triple space again (six hand-rolled single spaces).

At left margin, copy heading used in text, such as Chapter, Stories, etc. At **right margin** type the word, **Page,** so that "e" ends at margin. Double space (four hand-rolled single spaces). Copy text, using periods as guidelines. Underline headings on each page.

1. **Guidelines** consist of a minimum of three dots with a space before and after the guideline. If space does not permit, omit the guideline. If there are less than three

spaces between the last word of the title and the page number, carry the last word of the title over to the next line.

2. If title requires more than one line of type, guide dots and page number follow the last word of the title. Carry-over is indented to line up with the third letter of the first word of heading.
3. Follow print format for vertical arrangement of page and chapter numbers.

If material from a major heading (story, unit, chapter, etc.) is carried over from one volume to another, repeat the heading in the Table of Contents of the subsequent volume, followed by the word (Continued).

If more than one typed page is necessary for the Table of Contents, after the first page double space only (four hand-rolled single spaces) between "running head" and "Table of Contents" and the listing.

(See sample Table of Contents page.)

D. Book Title

The complete title of the book must appear on the first page of the body of the text. This should be centered on the top line, in full **CAPITAL LETTERS**, and each word underlined separately. When the title requires more than one line, double space (four hand-rolled single spaces) between lines. Since the text page number will also appear on the top line, leave a minimum of three clear spaces between last word of title and the page number.

1. "Running Titles"

"Running titles" must be centered on top line on every page. Include grade or book number if it is part of the title. If title is too long for one line, give a meaningful abbreviation. Remember to leave at least three spaces between title and print page number. Title should be in full capitals, each word underlined separately.

Double space (four hand-rolled single spaces) between the "running titles" and the body of the text.

E. Major Headings and Subtitles

Follow ink-print text for guide as to capitalization and placement of titles and headings, using full capitals or capitalizing first letter of words to conform to print. Placement on typed pages of headings should also follow style of print text.

Headings should be spaced as follows:

Triple space (six hand-rolled single spaces) after unit and/or chapter titles, stories, poems, etc.

Double space (four hand-rolled single spaces) before and after subtitles.

All titles, except for subtitles, should have each word **underlined separately.** Subtitles are to be **underlined in a running line.**

F. Pagination

1. **Print Page Numbering** Page number should correspond to the text page number, whether text page number used is Arabic or Roman numerals.

   If a page of print is longer than a page of typed material, the next typewritten page, or pages, will carry the print page number "A", print page number "B", etc.

EXAMPLE: **19-A, 19-B,** etc.

The page number, **underlined,** should appear in the upper right-hand corner of the page, after allowance is made for margins. It is to be typed on the top line, separated from the title by at least three spaces.

When a print page ends before the typed page has been completed, type only what appears on **that** print page, double space (four hand-rolled single spaces), type the new print page number, underlined, at the right-hand margin, double space again, and continue with the text from the new page. EXAMPLE:

I had never lived anywhere but

20

in a city and was completely incapable of understanding what life in a small town was like.

When too close to the bottom of the typed page to type at least two lines after the new page number, start a new page.

When a new print page is started on an earlier typed page, as sample above, the following typewritten page is numbered **20-A.**

Unnumbered Pages If unnumbered pages appear in the text but are accounted for, whether Roman or Arabic numerals, number the typed page. For example, two unnumbered pages appearing between 14 and 17 would be numbered 15 and 16.

If unnumbered pages in the print text are insertions and not accounted for, they are to be considered as continuations of the previously numbered page; i.e., two unnumbered pages between 14 and 15 would be numbered as 14 with the proper letter after it.

Omitted Pages If pages must be omitted from the typed copy, indicate as follows: Double space (four hand-rolled single spaces) and indent for paragraph. Type "Page (or pages—give page numbers) have been omitted." Double space again and proceed with next text page number in usual fashion.

2. **Consecutive Typed Page Numbering** The consecutive typed page number should appear, centered and in parenthesis, ½" from the bottom of the page.

   Consecutive page numbering should appear on every page, with the exception of the title page, which should be counted but not numbered.

   Use consecutive numbers until text is completed.

   When preparing supplement volumes, consecutive page numbering should start with Page 1 for the first such volume. If more than one volume of supplement is required, continue consecutive numbering for all supplement volumes.

G. **Footnotes**

1. **Prose** All footnotes are to be included at the point where they occur. Use the asterisk (*) where this is the symbol used in print copy, and it should follow the word without a space.

   When numbers or letters are used as

footnote indicators, use the asterisk symbol followed by the corresponding number or letter. In such instances a space should precede and follow the typed footnote symbol.

When the print text uses several different footnote symbols, use a multiple of the asterisks; e.g., two (**) for the dagger, three (***) for the double-cross, etc.

Use the following format: Should a footnote appear in the middle of a sentence, insert proper footnote indicator and complete sentence. Double space (four hand-rolled single spaces) and repeat proper footnote symbol at margin.

Begin footnote text in fifth space of line and use block form, the first word of second line under first word of first line.

EXAMPLE:

* Sophie Charlotte, the second wife of Frederick I (1657-1713: King of Prussia from 1701).

After completing footnote, double space and continue with text.

When two footnotes appear in the same sentence, requiring the footnotes to follow one another, be sure to double space between each footnote.

Footnotes which appear in the text in one section, usually at the back of the standard print text, should be transposed to their point of reference.

2. **Poetry** Footnotes occurring in poetry should be placed at the end of each stanza where necessary. Double space (four hand-

rolled single spaces) before and after the footnote entry.

When poetry divisions are lengthy, footnote references appearing on each typed page should be placed at the bottom of that page, using the same footnote format as prose. This method will necessitate the counting of letters, spaces and lines so that ample space is allowed at bottom of page.

If marginal notes appear, type these across the line in block form, indented four spaces from the margin **before** the verse they appear next to. Double space before and after such notes.

H. Italics and Bold Print

Underscore words in italics and dark print. Do not underscore a whole paragraph, but draw attention to it by using an underscore line at top and bottom of paragraph, boxing the material.

I. Phonetic Markings and Accents

Accents and phonetic symbols which appear in some texts must be copied into large-type texts, usually by hand. Use a fine-line felt pen. Do **NOT** use a ball-point pen.

J. Diagrams and Illustrations

Allow space for insertion of diagrams and figures essential to the understanding of the text. Leave blank about three times the amount of space that the textbook illustration requires. If an entire page is necessary, number it at top and bottom in consecutive order.

Those photographs, etc., essential to the text but not possible to reproduce should be referred to as follows: (See Standard Print Copy).

All captions should be included. They should be presented in block form, indented four spaces, and double spaced (four hand-rolled single spaces) before and after. EXAMPLE:

> **Picture:** (See Standard Print Copy.)
>
> **Picture Caption:** Automatic Chlorinator. Chlorinator automatically maintains the desired percentage of chlorine in the water system. This chlorinator is being adjusted for the desired flow of chlorine.

If caption is numbered in text, such as Fig. 1-4, Chart 1-8, etc., use same designation in type.

K. Charts and Graphs

Type all charts and graphs. If one page is not sufficient, use two facing pages. (Remember that the left facing page will necessitate reversing the margin setting.) If necessary, type across the width of the page, keeping in mind the binding requirements at the margins. Consult the assignment chairman if problems exist.

L. Numbered or Lettered Exercises

When typing questions or exercises, use the block form. The number should be at the left margin. Any carry-over is to start underneath the first word of the first line. (See Example below.)

If exercises or questions are subdivided by means of letters or numbers, the letter or number should appear in outline form. EXAMPLE:

1. If an animal has a rod of gristle where the backbone ought to be, at least during the early period of its growth, it belongs to the phylum called ....
   - A. If an animal of this phylum has a backbone when it is fully developed, it belongs to the subphylum called ....

Skip a line between numbered exercises —NOT between subdivisions.

If possible, the entire question and its answer, if it is given, should be completed on one typewritten page.

M. Glossaries, Indexes, Vocabularies, etc.

The index, appendix, bibliography, glossary, vocabulary, etc., exclusive of atlases, must be included. They should be placed in a separate volume, with a table of contents page and title page, and should be designated as "Supplement". Should more than one volume be needed for this material, the volumes should be identified as "Supplement I", "Supplement II", etc.

Disregard columns if used in print copy—type across the line.

Entries should start at the left margin, carry-overs indented two spaces. Subentries should be indented two spaces and their carry-overs indented four spaces.

Whether or not it is used in the print copy, use a colon for punctuation after the entry or subentry word in vocabularies, glossaries, dictionaries or indexes.

EXAMPLE of vocabulary entry:

bleiben, blieb ist geblieben: To stay, remain;
    wo der Zug bleibt: what has become of the train;
    stehenbleiben: to remain standing, stop

N. Poetry

1. Poetry should begin at the margin. When a line of poetry is too long for one line of type, the carry-over should be continued on the next line, indented four spaces.
2. When the print poem or verse already has indented lines, these lines should be indented two spaces and any carry-overs should be indented six spaces.

If a poem is too long to be completed on one typed page, try to make divisions between stanzas. If a stanza must be divided, a minimum of two lines from that stanza should appear on each page.

O. Several Colors of Print

When it is absolutely necessary for the understanding of the print text to represent several colors of printing, use the following format.

Precede the word or phrase in color with the first letter of the color, in parentheses, e.g., (R) for red, (G) for green, (B) for blue, (O) for orange, (Br) for brown, etc. Underline the word or phrase.

If the standard print copy employs this treatment frequently throughout the text, write a "Typist's Note" on a separate sheet which should be placed in the front of the volume before the beginning of the actual text. Be sure to include this information in each volume.

When the standard print text uses colored print only occasionally in the text, the "Typist's Note" should immediately precede that particular portion.

P. Numbered Lines

Prose: When lines of prose are numbered in the margin in the print text, **every** ink-print line must be numbered in large type.

1. The line number should be shown in the last spaces of the typed line in which a new ink-print line **begins**—even though the ink-print number is shown in the left-hand margin. If an ink-print line requires more than one large-type line, **do not** repeat the line number.
2. All lines of text should end at least two spaces before the beginning of the line numbers, whether or not a line number appears at the end of the large-type line.
3. When an ink-print line begins within a large-type line, it should be preceded by three blank spaces with the corresponding number of the new ink-print line inserted at the end of the large-type line.
4. When two ink-print lines could be started on the same large-type line, the large-type line of text should be terminated at the end of the first line of print, and the second ink-print line should begin at the margin of the next large-type line.
5. When a word is divided at the end of the

line in ink-print, this division should be shown in large type.

6. **Do not underline** the line number.

EXAMPLE OF NUMBERED LINES IN PROSE

Ink-print format

"There are more things to find out about
this house", he said to himself, "than all
95 my family could find out in all their lives.
I shall certainly stay and find out".

Large-Type Format

"There are more things to find out 94
about in this house", he said to him- 95
self, "than all my family could find
out in all their lives. I shall certainly 96
stay and find out".

Poetry When lines of poetry are numbered in the margin in ink-print, only the line numbers appearing in the ink-print text should be indicated in large type.

1. The format of poetry should be maintained, and the line number should be written in the last spaces of the large-type line in which a new numbered ink-print line begins.
2. All large-type lines should end at least two spaces before the beginning of the ink-print line number, whether or not a number actually appears on the line.
3. **Do not underline** the line number.

Q. Blanks and Dashes

Missing Words A blank which represents a missing word in the ink-print text should be done as follows in large type:

1. Use six underline strokes for each blank required.
2. Spacing should be as for word spacing—one space before and after the blank.
3. Punctuation belonging to the missing word should precede or follow the blank without a space.
4. Blanks in **workbooks** should be longer to permit writing in of answers.
    a. Double the length of the blank in the text.
    b. When several blank lines are indicated in the ink-print text, double the number of lines in large type.

Missing Letters Blanks which represent one or more missing letters are prepared as follows:

1. Use three underline strokes to indicate missing prefixes, suffixes or portions of words.
2. Both the dash and the word to which it is attached must be put on the same large-type line, and no space should be left between the dash and the word portion.
3. When hyphens are used in the print copy to indicate the number of missing letters, use the hyphen and copy the same number of hyphens.

R. Fractions

Do not use fractions on typewriter. Write fractions in the following manner: 1/2, 1/4, 3-1/2, in story problems. In exercise problems use this form:

$$\frac{1}{4} + \frac{1}{2} =$$

III. **Proofing**

All typed material must be proofread. It is advisable that two people be used for proofreading, one to read to the other. **Read everything typed on the page.**

IV. **Adaptation**

When a text refers to a diagram, illustration, chart, etc., by stating "the chart at the lower left of the page", or "on the next page", change the wording to suit the text you are typing. This is the only type of change permitted. Never change any word or portion of the original copy other than in situations as stated above.

STUDY THESE INSTRUCTIONS CAREFULLY AND FREQUENTLY. Should problem areas occur which are not covered by these instructions, seek assistance from the assignment chairman.

SAMPLE

THE NEW BUILDING BETTER ENGLISH

Text and Grammar Handbook

By
Mellie John
Paulene M. Yates

With Permission of the Publishers
Harper & Row
Evanston
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Harper & Row
Also Copyright 1961, 1955, 1948

Volume 1
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of Public Instruction

Section C – Recording

Part II. Instructions

C. Instructions for the recording of textbooks

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INSTRUCTIONS FOR THE RECORDING OF TEXTBOOKS

Preparing to Record

I. Selecting a Location in Which to Record

The ideal room in which to record is one with many sound absorbing materials such as draperies, rugs and overstuffed furniture. The location should also be as free as possible from extraneous noises, such as telephones, children playing and traffic. Finally, it should be a place where the equipment may be set up and remain for the next recording session.

II. Arranging the Equipment

A. Select a seat that is not facing a door or window preferably not directly in front of a hard surfaced wall, as these surfaces reflect sound and tend to produce hollow sounding tapes and echoes. Sit facing draperies or other soft absorbent materials or else facing out into the room.

B. Place the tape recorder on a small table that is low enough to allow easy manipulation of the controls and visibility of the electronic eye, VU meter, or neon light.

C. **The microphone is never held in the hand** because it is impossible to keep an even distance from the mike to the mouth. The microphone should be placed on a different surface than that on which the tape recorder is located. If this is not possible, minimize the amount of motor noise recorded on the tape by placing a soft pad under the mike or mike stand. Use foam rubber, thick felt, or a folded towel for this purpose. Keep the mike as far from the recorder as possible, but still close enough to handle the controls easily.

D. **The microphone should be no more than 8-12 inches from the mouth** when seated comfortably for reading. "Just far enough away to be able to thumb your nose at the mike. This gives both the proper attitude and spacing." Inexpensive microphone stands are available, or prop up the mike on a small stack of books, etc. "Bullet" type mikes can be worn around the neck like a lavaliere.

III. Operating the Tape Recorder

A. Turn the power on and let the machine warm up for 30 seconds.

B. Set the speed at 3.75 inches per second (this is usually the slower speed on two-speed machines).

C. Place the empty reel on the right-hand spindle and the full reel on the left-hand spindle with the TAPE FEEDING OUT FROM THE BOTTOM OF THE REEL AND SHINY SIDE FACING AWAY FROM THE RECORDING HEAD (that is, toward operator). Thread the machine keeping a little tension on the tape as it is dropped in the slot. This will usually keep the tape from getting caught.

D. If using a 4-track machine, use tracks 1 and 4 or place it in the "two-track" setting if there is one.

E. Handling the Controls

1. On-off power switch: self-explanatory.
2. Fast-forward and rewind: Since parts of

the mechanism are belt driven, wait a few seconds after one switch is turned off before another is used. This is especially true of these two controls. Sudden starts and reverses in the fast speeds may cause the tape to jump the groove and bind in the reel, becoming crinkled. Besides being a mess to untangle, crinkled tape is hard to work with, apt to break in use, and often produces imperfect recordings. If the tape should crinkle while recording track 1, the damaged section can be cut out, and the remaining tape spliced together. This cannot be done on track 2.

3. The tone control on most recorders functions only in playback; the use of the volume control will be discussed later.
4. The "play" control is used to listen to what has already been recorded on the tape.
5. On most tape recorders it takes two hands to put the machine into "record". This is a precaution to lessen the possibility of inadvertently erasing an existing recording. Usually the "instant stop" or "pause" button must be depressed at the same time that the "record" control is used.
6. The "instant stop" is a brake that is used to stop the recorder without taking it out of the "record" mode.

IV. Making a Sample

A. Make a sample tape to find the best volume setting and microphone distance for voice and physical setup.

B. Turn the recording volume up to about 6 or 7 on most machines. Read a portion of material at the same level at which it will be recorded. Do not read too loudly or the voice will tire quickly. If the voice is too soft, an intimate quality is attained but flexibility is lost. Read normally and adjust microphone position and volume rather than natural method of reading.

C. All recorders have an electronic eye, VU meter or flashing neon light. If the machine has an electronic eye, the eye should nearly close any time the operator talks and occasionally should cross. If it has a VU meter, the needle should approach the red line most of the time, and occasionally cross into the red. If it has a neon lamp, speech should be loud enough so that the "distort" light flashes briefly in almost every sentence. In other words, speech volume should be sufficiently high so that it "peaks" in the "distort" range frequently.

D. Play back the sample recording. The volume should have to be turned down several points for easy listening . . . . to somewhere between 2 and 4. Listen critically.

E. If the recorded voice sounds hollow or distant, the operator was too far from the microphone. Move it an inch or two closer and try again.

F. If the voice sounds raspy, if "pops" or "puffs" of air are heard, particularly on "t's", "d's", and "p's", or if the "s" sounds are sharp and whistling, the mike was too close. Move the mike away an inch or so and try again.

G. When satisfactory volume level and microphone distance are found, note them carefully and mark the volume position on the machine with colored nail polish or a piece of tape.

H. Remember that it is impossible to satisfactorily copy tapes that do not have a strong enough signal and that consistency of volume is important to a good tape recording.

V. Keeping Extraneous Noise Off the Tape

A. Remove the dust jacket from hard cover books, and keep extra bits of paper off the table on which the mike is located.

B. The machine should be stopped with the "pause button" when such things as trucks and planes go by, or if the operator should have to sneeze or cough, etc.

1. To eliminate clicks on the tape, turn the volume down as far as it will go before putting the machine into "record". Depress the pause button. Keeping the pause button engaged, put the machine into record. Now turn the volume up to the level chosen, and finally, release the pause button. It is now recording. (Not necessary with Sony.)
2. To eliminate clicks when stopping the machine, merely let machine run for a moment after reading has stopped. To resume recording, back up the tape and listen until the stopping place is found, then start the machine again as described above. The click will be erased.

VI. Preparing the Reel of Tape

A. Thread the machine, set the revolution counter to zero, run off 15 revolutions (27 ft.). Cut this tape off and discard. This is a necessity for high speed duplication where the master tape (which is what the operator is making) must be shorter than the tape onto which it is being copied.

B. Rethread the machine and run off four more revolutions in the "play" position. This is the "leader". BE SURE TO LEAVE FOUR REVOLUTIONS BLANK AT THE BEGINNING OF EACH TRACK AND EIGHT OR MORE BLANK AT THE END OF EACH TRACK. Leaving a blank leader on the ends of the tape decreases the possibility of damaging the recording. Small bits of tape frequently break off from the ends of tapes. If they are blank, no harm is done.

VII. Maintenance of the Machine

A. Keep the equipment, including the microphone, covered when not in use. Dust is destructive to them.

B. CLEAN THE RECORDING HEADS AFTER EVERY FIVE REELS. Dip a small cotton swab ("Q" Tip) in rubbing alcohol or special head cleaning fluid and squeeze almost dry. Then rub over the head, tape guides, and capstan drive units (the two wheels to the right of the recording head that press the tape between them). Do not use perfumed alcohols or other cleaning solvents. Some signs of dirty heads are "mushy" or "bassy" sounds or even completely missing portions from the recording. Clean the heads at the end of a recording session, preferably at night so that they will be thoroughly dry for the next session. Wet or damp heads will destroy the tape.

HOW TO DO THE RECORDING

I. Pre-read the Book

A. Pre-read at least the material to be recorded in a single session. If the material has continuity of subject and thought as in a novel or play, read the entire book so that no subtle meanings will be lost.

B. Look up ALL words about whose pronunciation there is the slightest doubt.

C. Mark the words that should be spelled on tape. Proper names, foreign words, technical terms that will be new to the student should be spelled the **first** time they appear in the text.

D. Write out terse descriptions of any pictures, maps, graphs, etc., *that will be described* in the recording.

II. Recording Technique

A. The reading voice should be clear, agreeable and lively. Avoid the hazards of monotony, broken flow, coldness, or apology. Be intimate. There is another human being on the receiving end of this tape — but only one; not a roomful.

B. Read as quickly as possible without stumbling. The majority of blind people prefer fast to slow reading. Of course, extremely technical or difficult material must be read more slowly than such things as novels.

C. Pause whenever the listener needs time to absorb an idea and at the end of each section of the text, e.g., end of paragraphs, chapters, opening announcements, etc. There must be no noise on the tape during these pauses. Again, avoid placing clicks on the tape.

D. A one-hour recording session is recommended — a total of 30 minutes recording and 30 minutes of proofing.

III. Proofreading

The importance of proofreading cannot be overemphasized. The operator alone is responsible for the accuracy of this reproduction of the text. Play back and compare the printed text with the recording frequently, **at the end of every page** if recording difficult materials, e.g., tables or technical material. The more frequently it is proofed, the smaller the amount of material that will have to be rerecorded if an error is discovered. To make proofing easier, follow this procedure.

1. Write down the revolution number.
2. Record a section of text.
3. Rewind the tape to the revolution number noted, put the machine in "PLAY" and listen to the recording, comparing it with the text.
4. Repeat the procedure with each succeeding part of the reading.

IV. Correcting Errors

A. Should an error be made in recording, such as "fluffing" a word, reading one word for another, transposing two words or numbers, mispronouncing a word, etc., rewind the tape a little, then play the tape until the end of the sentence just prior to the one containing the error is reached. Note the revolution number. Play the offending sentence. Note the revolution number. Now practice reading the sentence correctly in the amount of time occupied by the old recording of the incorrect sentence. Go back to the first number and rerecord.

B. If this method proves too time-consuming, merely find the beginning of the offending sentence and rerecord from there. Some readers are able to "dub in" single words. Others find this very difficult.

V. **Splicing**

A. USE ONLY SPLICING TAPE TO MAKE SPLICES. NEVER USE "SCOTCH TAPE", MASKING TAPE OR ADHESIVE TAPE.

B. To make a strong silent splice, cross the ends of the tape over each other. With scissors, cut through both thicknesses on approximately a 45 degree angle. Place the tape on a clean, dry, hard surface, putting the edges together as precisely as possible. Place a piece of splicing tape over the ends of the tape, rubbing with the handle of the scissors to be sure the tape adheres closely. Carefully trim the splicing tape edges, cutting away a minute amount of recording tape on each side. This takes a little practice, but can be mastered quite quickly and easily.

FORMAT

I. Identification of Reel

At the beginning of the book, give the identification of the reel, title, and author, spelling the proper names, publisher, the copyright permission, the statement of sponsorship, and name of the operator as follows: The words in parentheses are not to be read; they are guidelines for the information.

(Identification)	Reel 1, track 1
(Title)	**Nine Stories**
(Author)	J. D. Salinger Capital S-a-l-i-n-g-e-r

(Publisher)	Published by Charles Scribner's Sons
(Copyright permission)	Last copyright date 1953. Recorded solely for the use of the blind and physically handicapped with the permission of the copyright holder.
(Sponsorship)	This recording is made at the request of the State of Illinois, Office of the Superintendent of Public Instruction, Ray Page, Superintendent, and under the sponsorship of (name of operator's organization).
(Reader's name)	Read by (operator's name).

II. At the End of Each Track

"This is the end of track........reel........ page........chapter........" (Title of book).

III. Subsequent Tracks

At the beginning of each track after reel 1, track 1, give the reel number, track number, title of book, chapter number and title, and page number. For example: "Reel 3, track 1. TEN GREAT ECONOMISTS by Joseph A. Schumpeter. Continuing the reading of Chapter 5, Vilfredo Pareto on page 114."

Reels are numbered consecutively, but tracks are numbered only one and two.

IV. End of Book

At the end of the book say "This is the end of the recording of (Title) by (Author).

V. Identifying the Tape

A. Fill out the box label complete, being especially careful to insert the page number on which each track begins and ends. Describe the material covered on the track. For example:

REEL 1

Title:	**Ten Great Economists from Marx to Keynes**
Author:	Joseph A. Schumpeter
Track 1:	pp 1 to 36 Introduction, beg. of Ch. 1, Karl Marx
Track 2:	pp 36 to 72 Concl. of Ch. 1; beg. of Ch. 2, Marie Espirit Wales
Reader:	Jane Smith

B. Put the reel number and title, in abbreviated form if necessary, on a self-sticking reel label and then affix the label to side 1 of the reel. For example:

1 Ten Great
Economists
Schumpeter

Rules for Recording

1. **The Body of the Text**
   - A. Page numbers.
     1. The page number is announced at the beginning of the first complete sentence on every page.
     2. The page number precedes the number and title of a chapter.
     3. ALL pages must be accounted for, even if they contain very little text or are blank, and even if the page number does not actually appear on the page itself.

4. Occasionally unnumbered pages are inserted in a book. Be sure to check the sequence of pages. If the illustrated pages are not numbered, then the page number is not mentioned.

B. **Introductory Material**

Read all introductory material (foreword, preface, table of contents) in their entirety **unless** instructed otherwise.

C. **Pronunciation**

Check ALL unfamiliar words with a dictionary. Everyone has a much larger reading vocabulary than a spoken one. For uniformity of pronunciation, WEBSTER'S NEW WORLD DICTIONARY OF THE AMERICAN LANGUAGE, College Edition, World Publishing Company, 1964, has been adopted for all transcribing and recording in Illinois.

D. **Spelling**

1. Proper names.
   a. Check proper pronunciation and spell the first time it occurs.
   b. If the pronunciation cannot be ascertained, pronounce the name phonetically, then spell it, and be sure to use the same pronunciation throughout.
2. Foreign words and phrases.
   a. Spell the first time they occur, and, if possible, get a translation.
   b. Some phrases, e.g., savoir faire, are so common that no translation is required. When in doubt, translate.
3. Technical terms and special vocabulary.

If a word may be a new term for

the student, and therefore part of what he is learning in the course, spell it the first time it occurs.

4. An example of how to insert the spelling of a word.

   "The attack on Ghent (Capital G-h-e-n-t) began at dawn."

E. **Quotations, Parentheses, Single Quotes, Brackets, etc.**

1. Set off longer quotations, long phrases, whole sentences, etc., by saying "quote" and "unquote". Be sure to use this method for long quotations indicated in the text by means of indented paragraphs rather than by the use of quotation marks.
2. Single words and short phrases: These may be indicated by the inflection of your voice unless you feel it would be better to handle it as above.
3. Do not read quotation marks setting off conversation in fiction.
4. Handle parentheses, single quotes and brackets similarly.

F. **Italics** Simply emphasize these words with your voice unless you feel it would be better to handle it as above.

G. **Footnotes** All footnotes are recorded.

1. Wait until the end of the sentence in which the footnote appears to read it. Then say, "Footnote number....." read the note. At the end of the note say, "Returning to the text." This last is very important.
2. If there are two or more footnotes in a single sentence, wait until the end of the

sentence to read them. It is helpful to explain where they occurred in the sentence, e.g., say, "There are two footnotes in this sentence. Footnote 32 appears after the words .... and reads ..... Footnote 33 appears after the words .... and it reads ....." Returning to the text.

3. Even if the footnotes are given altogether in a separate section of the book, they should be read at the point in the text where they are mentioned. Occasionally this is impossible because of their length and frequency which interferes unduly with the flow of the text. In this case, be sure to cue the text to the footnotes.
4. Heavily annotated poetry and drama. First read the text (or sections thereof) without interruptions of any sort. Then reread giving the notes at the points to which they refer.

H. Abbreviations.

Give the meaning of the abbreviation rather than abbreviation itself. For example, say "that is" instead of "i.e".

I. Mathematical Figures

1. Decimals. Read 16.39% as "sixteen point thirty-nine percent", not "sixteen and thirty-nine one-hundredths percent."
2. Fractions. Except for the most common fractions (½, ¼, ⅓, etc.) read them as one number over another, e.g., 11 over 16.
3. Read the figure 0 as zero, not "oh". The number 0.000062 may be read "zero point four zeros six two" with care to sound the "s" on "zeros".

J. Illustrations, Tables, and Graphs

1. A chart, graph, illustration or table should be read at the point where it is printed in the book. At the end of the sentence in which the table is mentioned, say "table 2 appears on page 31 as follows", then read the table, and at its conclusion say, "End of Table 2; returning to the text on page 28", and continue to read from the text.
2. Illustrations. Only describe illustrations when the description would provide information not contained in the text. Usually captions should be read as they often contain useful information. They should always be read if the author refers to the illustration in the text.
    a. If an illustration is described, a simple summary, **prepared in advance**, as well as the caption should be read. The following is an example:

    "A map of England and Wales has the title 'Industrialism and Social Unrest, 1815-1848'. Shaded areas show (a) most densely populated regions such as London and the central industrial section of England with such cities as Liverpool, Leeds, Manchester, Sheffield, Derby, Nottingham, Stafford, Wolverhampton, Birmingham, and Gloucester. Products of this region were cotton and woolens, coal, hardware, machinery, cutlery and ships. Also shown are (b) areas where the Enclosure Movement was most pronounced. This is the region east of the central industrial area, with such cities as Hull, Lincoln, Oxford, and Norwich. Returning to the text".

b. An illustration that accounts for a numbered page must be mentioned, e.g., "The whole of page 367 is occupied by a photograph of The White House. Continuing with the text on page 368".

3. **Tables**
   a. First read the title, the source and any footnotes or explanatory keys.
   b. Describe the physical structure of the table of contents, including the number of columns, the heading of each column, the subdivisions of the major columns, their subheadings, etc.
   c. Explain how the table of contents will be read, i.e., horizontally from left to right, or vertically.
   d. When reading the table of contents, present the figures in conjunction with the headings under which they appear. Repeat the headings several times to establish their sequence firmly.

4. **Graphs**
   a. Give the title, source, etc., as for tables of contents.
   b. Describe the physical structure of the graph. Explain that the base or horizontal line of the graph is divided into "such and such" intervals; explain that the vertical line at the left is divided into "such and such" intervals. Be sure to give the units of measurement.
   c. Give an approximation of the figures which represent the origination of the

line running across the graph, explaining from the key what the line represents.

d. Give a general description of the progress of the line noting only the extremes.

e. Give an approximation of the figure which represents the conclusion of the line.

f. In describing graphs and diagrams, the following words and phrases may be used freely: horizontal, vertical, parallel, perpendicular, left, right, lower, upper, bottom, normal to surface, perspective, concentric, oblique, abscissa, ordinate, x, y, z axes, quadrant, radially, o'clock position, clockwise, counter clockwise, diametrically opposite, maxima, minima, inflection.

g. At the end say, "End of the description of the graph; returning to the text".

K. Bibliographies

In general, a bibliography should be read. Frequently, the author has taken pains in planning his bibliographies; i.e., arranged it categorically or even, at times, including his own comments. Students have been known to request recordings just for the bibliography. Graduate students, in particular, refer to bibliographies extensively. A bibliography may only be omitted when the author of an undergraduate text has simply presented a long alphabetical listing of titles which shows little plan or selection. When in doubt, read the bibliography.

L. **Index** Omit

M. **Glossaries** Record on a separate reel first so that it may be used with any reel of the text.

N. **Transitions**

1. Suppose that it is the beginning of a track and the first sentence reads, "She had been waiting in the garden". Substitute the name of the person referred to for the personal pronoun.
2. If the first sentence begins with a word like "this" referring to a situation or event, substitute a phrase describing the situation or event, e.g., "This was something Napoleon had not anticipated" ought to be read as, "The attack on his left flank was something that Napoleon had not anticipated".

Appendix

A. AGENCIES SERVING THE VISUALLY HANDICAPPED

National Resources

1. American Foundation for the Blind, Inc., (AFB) 15 West 16th Street, New York, New York 10011.
2. American Printing House for the Blind, Inc., (APH) 1839 Frankfort Avenue, Louisville, Kentucky 40206.
3. Hadley School for the Blind, (HADLEY) 700 Elm Street, Winnetka, Illinois 60093.
4. Howe Press of Perkins School for the Blind, (HP) 175 North Beacon Street, Watertown, Massachusetts 02172.
5. Library of Congress, (LC) Division for the Blind, Washington, D.C. 20540.
6. National Society for the Prevention of Blindness, Inc., (NSPB) 79 Madison Avenue, New York, New York 10016.
7. Recording for the Blind, Inc., (RFB) 215 East 58th Street, New York, New York 10022.
8. National Braille Association, 85 Goodwin Avenue, 11-B, Midland Park, New Jersey 07432.
9. American Association of Instructors of the Blind, (AAIB) 711 Fourteenth Street, N.W., Suite 813, Washington, D.C. 20005.
10. American Association of Workers for the Blind, Inc., (AAWB) 1511 K Street, N.W., Washington, D.C. 20005.
11. Council for Exceptional Children, (CEC) National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

State Resources

12. Braille Transcribing Club of Illinois, 714 South Clifton Avenue, Park Ridge, Illinois 60068.

13. Catholic Guild for the Blind, 67 West Division Street, Chicago, Illinois 60610.

14. Chicago Lighthouse for the Blind, 1850 West Roosevelt Road, Chicago, Illinois 60608.

15. Chicago Public Library, Books for the Blind, 4544 North Lincoln Avenue, Chicago, Illinois 60625.

16. Department of Children and Family Services, 404 State Office Building, Springfield, Illinois 62706.
    a. Community Services for the Visually Handicapped, Central Office, 1700 State of Illinois Building, Chicago, Illinois 60601.
    b. Illinois Braille and Sight Saving School, Jacksonville, Illinois 62650.
    c. Illinois Visually Handicapped Institute, 1151 South Wood Street, Chicago, Illinois 60612.

17. Division of Vocational Rehabilitation, Services for the Blind and Visually Handicapped, Central Office, 623 East Adams Street, Springfield, Illinois 62706.

18. Illinois Society for the Prevention of Blindness, 220 South State, Chicago, Illinois 60604.

19. Illinois Tape Recording for the Blind, 9906 South Campbell, Chicago, Illinois 60642.

20. Johanna Bureau for the Blind and Visually Handicapped, Inc., Fine Arts Building, Suite 406,

410 South Michigan Avenue, Chicago, Illinois 60605.

21. Lions of Illinois, State Blind Activities Committee, 1105 Chicago Avenue, Oak Park, Illinois 60302.

22. Office of the Superintendent of Public Instruction, Educational Materials Coordinating Unit, Central Office, 321-27 Fifth Street, Springfield, Illinois 62706.
    a. Office of the Superintendent of Public Instruction, Educational Materials Coordinating Unit, Unit Repository, 410 South Michigan Avenue, Chicago, Illinois 60605.

Local Professional Associations

23. Illinois Association of Workers for the Blind, 404 State Office Building, Springfield, Illinois 62706.

24. Illinois Council for Exceptional Children, Department of Special Education, 417 Southville Drive, Jacksonville, Illinois 62650.

25. Illinois Rehabilitation Association, Room 300, 160 North LaSalle Street, Chicago, Illinois 60601.

B. APPENDIX OF BRAILLE REFERENCE MATERIALS FOR VISUALLY HANDICAPPED

Code of Braille Textbook Formats and Techniques, 1965
Available from: American Printing House for the Blind
1839 Frankfort Avenue
Louisville, Kentucky 40206

English Braille, American Edition 1959, Revised 1962
Available from: American Printing House for the Blind

Foreign Language Manual to Aid Braille Transcribers, 1966 Revision
Available from: National Braille Association, Inc.
Braille Book Bank
85 Goodwin Avenue, 11-B
Midland Park, New Jersey 07432 — Price: $.50

Instruction Manual for Braille Transcribing, Third Edition
Available from: The Library of Congress
Division for the Blind and Physically Handicapped
Washington, D.C. 20540

Nemeth Code of Braille Mathematics and Scientific Notation, 1965
Available from: American Printing House for the Blind
Catalog No. 7-8742 $3.80
Braille Edition Catalog No. 5-8742 $11.60

Transcribers' Guide to English Braille, 1967
Available from: The Jewish Guild for the Blind
1880 Broadway
New York, New York — Price: $2.50